

Comprehensive Continuous Improvement Plan (CCIP)

Welcome to the 2015-16
Consolidated Application!

Before You Get Started in CCIP...

- Do you have a valid NCID? If not, contact your local NCID administrator and obtain one.
- Are you “known” to CCIP? If not, contact the person identified as the User Access Administrator (UAA) for your organization (typically the Title I Director). You will need to give them your NCID (NO passwords) and other contact information.
- If you are being appointed as the new UAA for your organization, send an email to anita.harris@dpi.nc.gov
 - NCID (NO PASSWORDS!)
 - Contact information

Before You Get Started in CCIP...

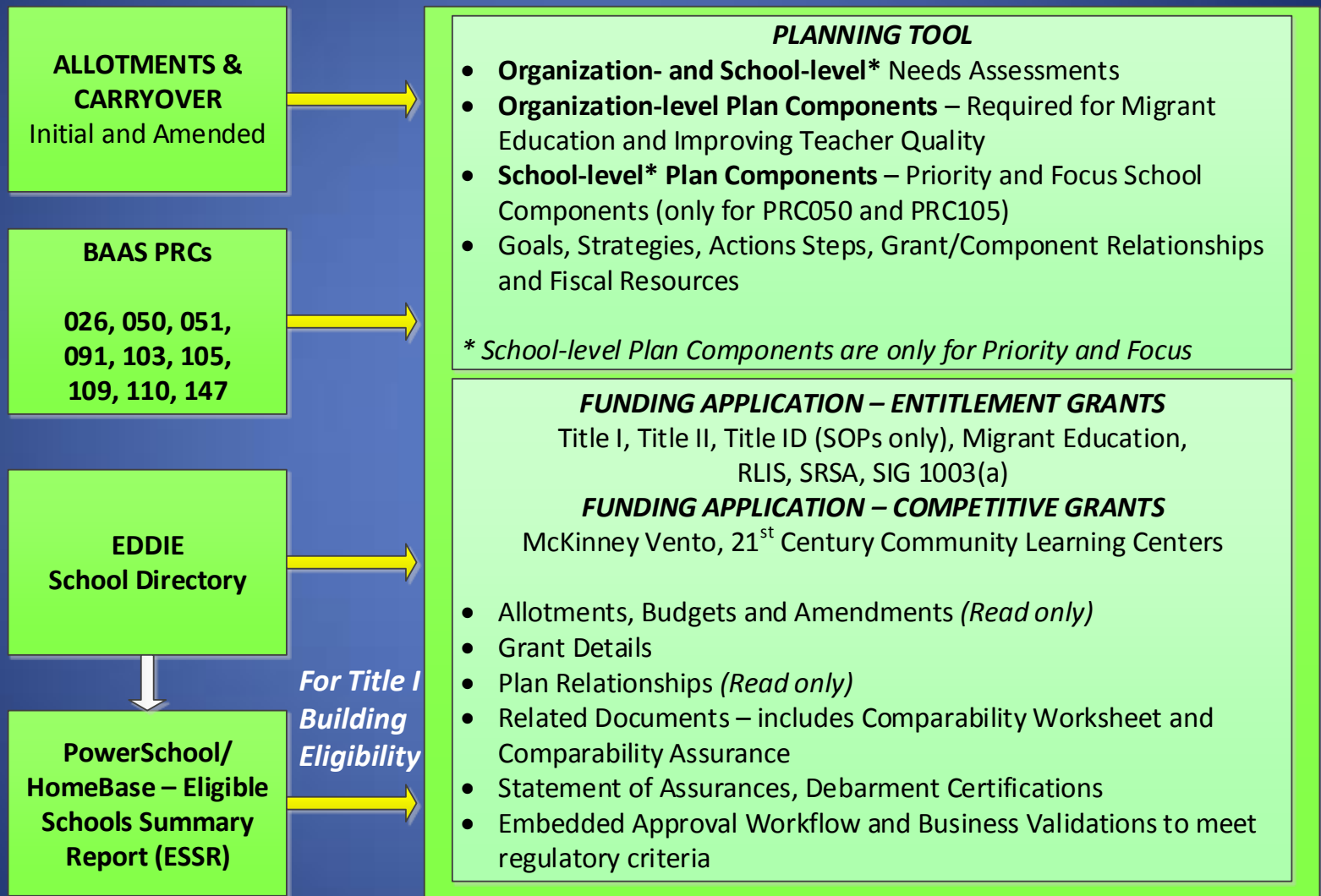
- Have you submitted your Eligible School Summary Report (ESSR) in PowerSchool? If you ADDED schools, you will have to resubmit as EDDIE just updated new school information
- Has the preliminary budget been submitted to the DPI budgeting system?

Agenda

- CCIP Functional Overview
- CCIP Planning Tool
- CCIP Funding Application

CCIP Functional Overview

AUTHORITATIVE DATA SOURCES



CCIP Planning Tool

Copying the Plan Forward

- **ONLY THE ROLE OF CHIEF ADMINISTRATOR CAN DO THIS!**
- LEAs and Charters will make a copy of the 2015 District Plan to use as a starting point for the 2016 Plan
- Don't do until ready to begin the planning process for the next fiscal year
- **Once the Plan is created**, *any modification to the previous year's Plan will not be transferred into the current Plan.* If the modification applies to both plans, then it would need to be updated in both fiscal years.
- If the organization would like to work with a blank Plan, proceed with the Plan copy and then delete all Goals from the new Plan.

Plan Copy

- Navigate to the Planning Tool (click on Planning Tool on menu at left)
- Select the fiscal year for which you would like to start the planning process (pulldown to 2016)
- Click on the (underlined) link

Planning Tool

Organization Plan Data has not been defined for the selected Fiscal Year. - 2016

2016 ▼ Active Plan ▼ Create a copy of your 2015 Organization Plan for Fiscal Year 2016

Pulldown to 2016

Plan

Organization Plan Data has not been defined for the selected Fiscal Year.

Plan Copy

- You will be redirected to a confirmation screen
- Click the Confirm button to complete the copy process
- Again, **only** someone with **Chief Administrator** role can do this

Copy Plan Confirmation

- 2016

The 2016 Plan should not be created until your LEA is ready to begin the planning process for Fiscal Year 2016.

Once the Plan is created, a modification to the 2015 Plan will not be transferred into your 2016 Plan. If the modification applies to the 2016 Plan, then it would need to be updated in the 2016 Plan.

If you would like to work with a blank Plan, proceed with this Plan copy and then delete all Goals in the 2016 Plan. Deleting a Goal removes everything underneath that Goal, including Strategies, Action Steps, Building Level Action Steps, Fiscal Resources and Component Relationships.

Click confirm to proceed with the creation of your 2016 Plan.

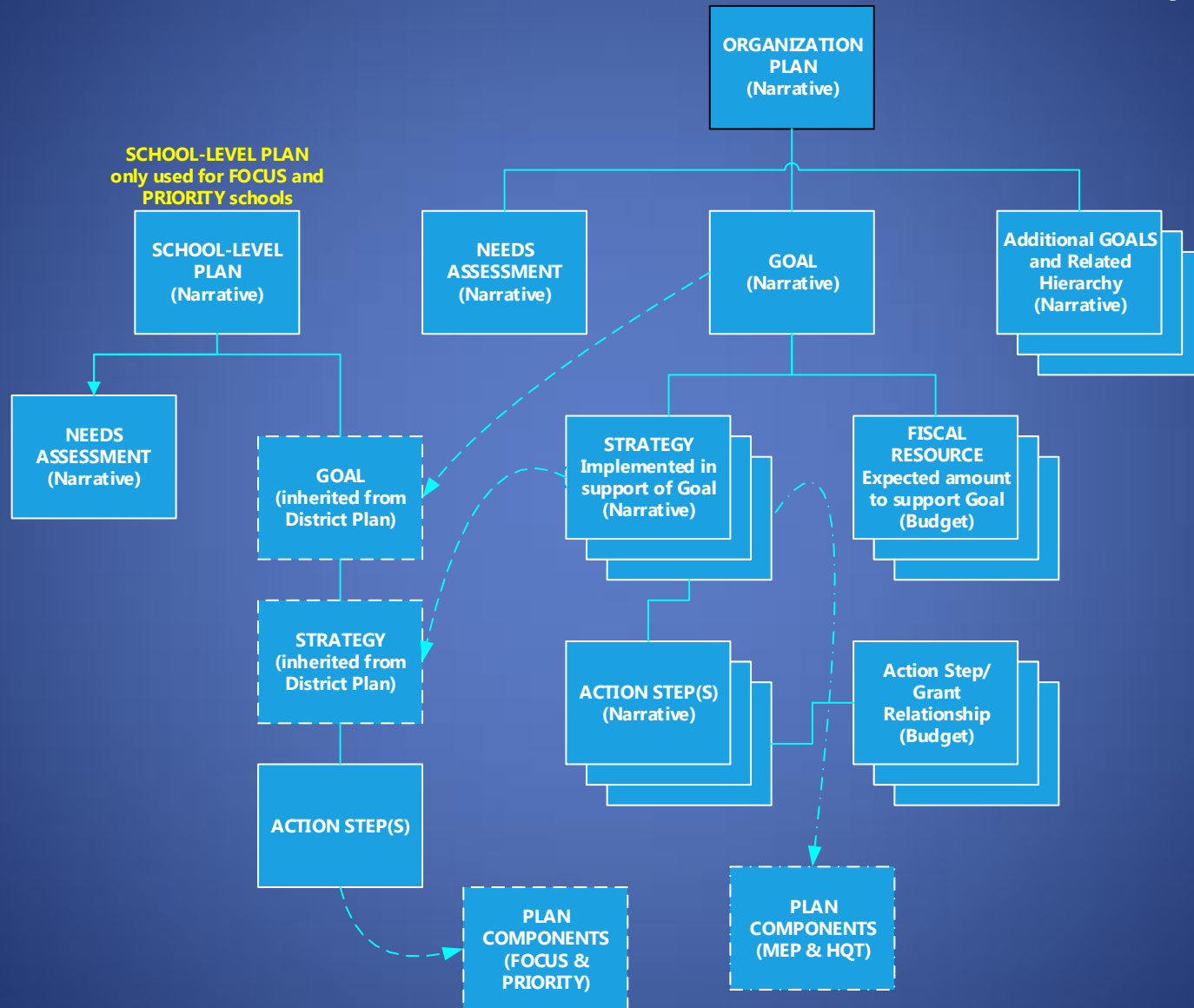
Confirm

Cancel

Planning Tool – Things to Remember!

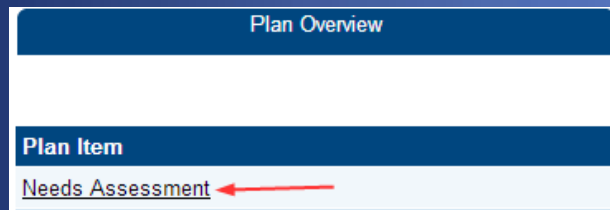
- Planning is an organization-wide initiative
- Ideally begins prior to knowledge of grant awards
- Fiscal year specific
 - District does not have to create from scratch each year
 - Goals – ‘Motherhood and Apple Pie’ statements
 - Strategies – more Program-specific
- The Plan does not have a submission or approval workflow (versus the Funding Application, which does)
- Should not create plan just to satisfy one funding application’s or grant’s requirements
 - Specific role (**Planning Tool Data Entry**) for editing plan data

District/School Plan Item Hierarchy



Needs Assessment (NA)

- LEA review of organization performance to identify areas most in need of addressing
- When copying the Plan forward, can edit/update the previous year's NA
- Exists at the District and School Plan Levels – **it is NOT grant-specific**



A screenshot of a web application interface for a "Needs Assessment". The title "Needs Assessment" is at the top. Below it is a dark blue bar with the text "Insert the most recent District Plan Needs Assessment:". Underneath is a large text area with a toolbar at the top. The toolbar includes icons for undo, redo, cut, copy, paste, bold, italic, underline, list, link, unlink, and font color. The font color dropdown is set to "Arial, Tahoma...". The text area is empty. At the bottom of the text area, it says "Words: 11 Characters: 64". At the bottom of the form, there are "Save" and "Cancel" buttons.

Goals

- Should be determined based on outcome of Needs Assessment
- May be multi-year initiatives
- ***Not grant-specific***
- Quality over Quantity
- Good goals are **S.M.A.R.T.**: Specific, Measurable, Attainable, Realistic, Time-based

Plan Overview

Plan Overview

Plan Item

Needs Assessment

Expand All Collapse All

Create Goal

Create a Goal

1. Enter the **Goal Title**
2. Enter the **Goal Description**
 - Should use specific and measurable terms
3. Enter the **Performance Measure**
 - Criteria that LEA will use to measure goal achievement
4. Click **Save**

Create Goal

Goal Title: Reading/Language Arts and Mathematics

Check Spelling

37 of 500 characters

Goal Description: By 2012-13, all students and subgroups will show yearly progress (targets, two-year average) as measured by NC Achievement Test scores in 3-8, NC Graduation Requirements.

Check Spelling

211 of 2000 characters

Performance Measure: The percentage of students, in the subgroup (students from major race/ethnicity, economically disadvantaged students, children with limited English proficiency), who are at the proficient level in reading/language arts on the State's assessment (ESEA Section 1111(b)(3)(C)).

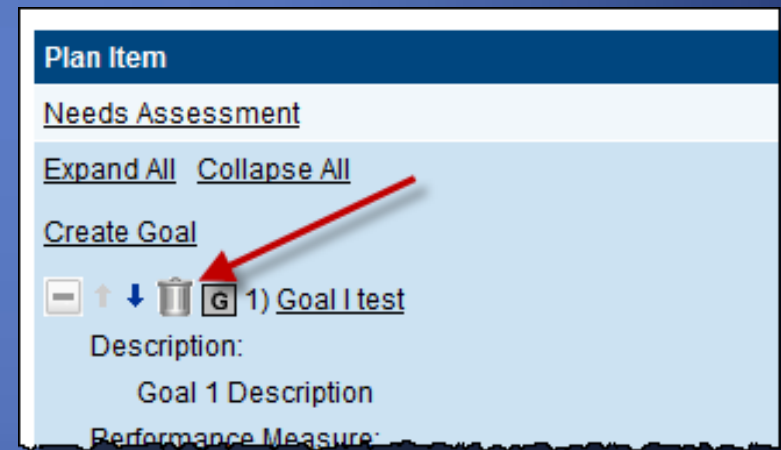
Check Spelling

357 of 4000 characters

Save Cancel

Deleting Goals

- Deleting a Goal in the Planning Tool will delete all of its child elements. This includes any fiscal resources, strategies, and action steps in the District- and School-level plans. Funding Applications that reference it may be rendered invalid. Please be aware once this information is removed, it is not retrievable.
- Navigate to the Planning Tool and locate the goal you would like to remove



Deleting Goals

- You will be redirected to the confirmation screen where it will display all the items that will be removed
- Click 'Delete' to complete the process
- Click 'Cancel' if you're not ready to delete

Delete Goal

Alamance-Burlington Schools (010) - Alamance County - 2012

The Goal you have selected to delete may have associated items. Delete associated Fiscal Resources, Strategies, Action Steps, Grant Relationships. Click "Delete" to continue or "Cancel".

Goal Being Deleted

Goal 1 test

Description:
Goal 1 Description

Performance Measure:
Goal 1 Performance Measure

Associated Items Being Deleted

+ Fiscal Resources: (1)

+ Strategies: (1)

+ School Plan Action Steps: (0)

Planning Tool – District and School Plans

- Same concepts apply to School Plan as District Plan except the following
 - School Plans inherit Goals and Strategies from the District Plan
 - School Plans must create separate Action Steps from District Plan; they **do not** inherit Action Steps from the District Plan

Fiscal Resources

- Identifies amount of funds from a grant that are going toward the accomplishment of this goal; IT DOES NOT VALIDATE BACK TO BAAS
- A goal will likely have more than one grant contributing funds to it
- A grant will likely contribute funds to more than one goal

The screenshot displays a web interface for managing educational goals. On the left, under the 'Plan Item' header, there is a 'Needs Assessment' section with links for 'Expand All', 'Collapse All', and 'Create Goal'. Below this is a list of goals, with the first goal, '1) Reading/Language Arts and Mathematics', highlighted. A red box highlights a '+' icon next to this goal. A red arrow points from this icon to a detailed view of the goal on the right. This detailed view includes a 'Description' (By 2012-13, all students and subgroups will meet adequate Requirements.), a 'Performance Measure' (The percentage of students, in the aggregate and for each subgroup, who are at or above the proficient level in reading/language arts/mathematics), and a 'Create Fiscal Resource' button at the bottom, which is also highlighted with a red box.

Create a Fiscal Resource

1. Select the Funding Application that the Grant resides in
2. Select the Grant
3. Optionally, enter any Notes (acts like Memo line on check)
4. Enter a Fiscal Resource amount for at least one year (no \$ sign, no commas)
5. Click **Save**

Create Fiscal Resource

Goal Title: Goal One

Funding Application: Consolidated

Grant: Title IA

Notes: Salaries

Check Spelling

8 of 50 characters

Be sure to select the correct grant

Enter Amounts

2015	3500000
2016	0
2017	0
2018	0
2019	0

To Update a Fiscal Resource for FY16

1. Expand a Goal in the organization
2. Expand the Fiscal Resources table
3. Click on underlined grant

7) Utilize 21st Century Community Learning Center resources, [redacted] to reduce identified performance gaps in reading and math skills through targeted interventions that will positively impact student performance on grade-level content.

Description:
Provide targeted interventions in small group settings to address student performance deficits in reading and math as determined by norm-referenced benchmark assessments including MAP (Measures of Academic Progress), mClass assessments, AimsWeb probes. Students will be provided with 45 minutes of reading instruction and 45 minutes of math instruction daily as part of the Young Scholars after-school and intercession programs.

Performance Measure:
Reduce the number of students in the red/Tier 3 category in benchmark assessments by 25% in both reading and math from the beginning of year benchmark (BOY in August 2014) to the end of year benchmark (EOY in May 2015).

[Create Fiscal Resource](#)

Fiscal Resources

Grant	Notes	2015
21st Century Community Learning Centers – Year 3		
<u>21st Century Community Learning Centers – Year 3</u>		\$399,000
21st Century Community Learning Centers – Year 3 Total:		\$399,000
Grand Total:		\$399,000

Steps 1, 2: Expand Goal and Fiscal Resources (check that there is a minus sign next to both)

Step 3: Click on underlined grant

Updating a Fiscal Resource (Cont'd)

4. Enter an amount in 2016 box
5. Click Save

Update Fiscal Resource

Regular Local School District - 2016

Update Fiscal Resource

Goal Title: Utilize 21st Century Community Learning Center resources at [redacted] to reduce identified performance gaps in reading and math skills through targeted interventions that will positively impact student performance on grade-level content.

Funding Application: 21st Century Community Learning Centers – Year 3 ▼

Grant: 21st Century Community Learning Centers – Year 3 ▼

Notes: Optional

Check Spelling

0 of 50 characters

Enter Amounts

2015	399,000
2016	0
2017	0
2018	0
2019	0
2020	0

Step 4: Enter an amount

Step 5: Click Save button

Save Cancel

Strategies

- One of the means the LEA intends to employ to achieve the established goal

The screenshot displays a web application interface for planning. On the left, a sidebar titled "Plan Item" contains a "Needs Assessment" section with links for "Expand All", "Collapse All", and "Create Goal". Below these links is a list of items, each preceded by a "+" icon in a box. The first item is "1) Reading/Language Arts and Mathematics". A red arrow originates from this "+" icon and points to the right pane. The right pane shows the details for the selected item, including a "Description" and a "Performance Measure". At the bottom of the right pane, there is a "Create Fiscal Resource" section with a "+" icon and a "Fiscal Resources" list. The "Create Strategy" button is highlighted with a red box.

Plan Item

Needs Assessment

Expand All Collapse All

Create Goal

1) Reading/Language Arts and Mathematics

1) Reading/Language Arts and Mathematics

Description:

By 2012-13, all students and subgroups will meet adequate

Performance Measure:

The percentage of students, in the aggregate and for each subgroup, who are proficient or advanced on the State's assessment (ESEA Section 1111(h)(1)(C)(i)).

Create Fiscal Resource

Fiscal Resources

Create Strategy

Action Steps





- Specific action to be taken in support of a strategy
- Most specific level of narrative detail that can be indicated within the goal hierarchy

Plan Item

Needs Assessment

[Expand All](#) [Collapse All](#)

Create Goal

    **G** 1) Reading/Language Arts and Mathematics


Description:

By 2012-13, all students and subgroups will meet adequate




Performance Measure:

The percentage of students, in the aggregate and for each State's assessment (ESEA Section 1111(h)(1)(C)(i)).

Create Fiscal Resource

 Fiscal Resources

Create Strategy

  [Copy](#)  **S** 1.1) Data Collection and Analysis

Description:

Collect and analyze data to identify patterns, pose hypotheses

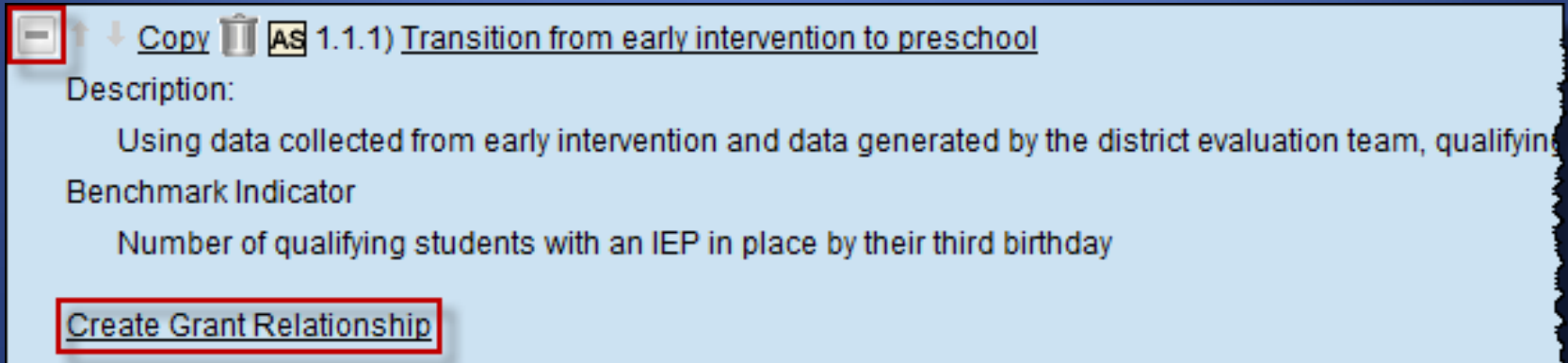
Estimated Cost

\$20,000.00

Create Action Step

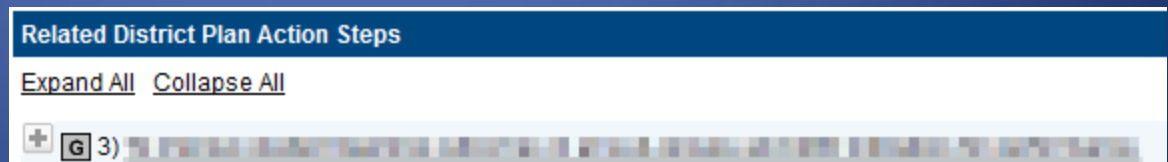
Action Step/Grant Relationship

- Action Steps can be related to the grant that provides the funding necessary to complete that step
- Could be useful in providing more detail as to what processes are being funded by the fiscal resources that have been specified for the goal



A screenshot of a software interface showing details for an Action Step. At the top, there is a toolbar with icons for a window, up/down arrows, 'Copy', a trash can, and a label 'AS 1.1.1) Transition from early intervention to preschool'. Below this, the text 'Description:' is followed by the description 'Using data collected from early intervention and data generated by the district evaluation team, qualifying'. Below the description is the text 'Benchmark Indicator' followed by 'Number of qualifying students with an IEP in place by their third birthday'. At the bottom, there is a button labeled 'Create Grant Relationship' which is highlighted with a red rectangular border.

Plan Relationships page
In Funding Application
7/20/2015



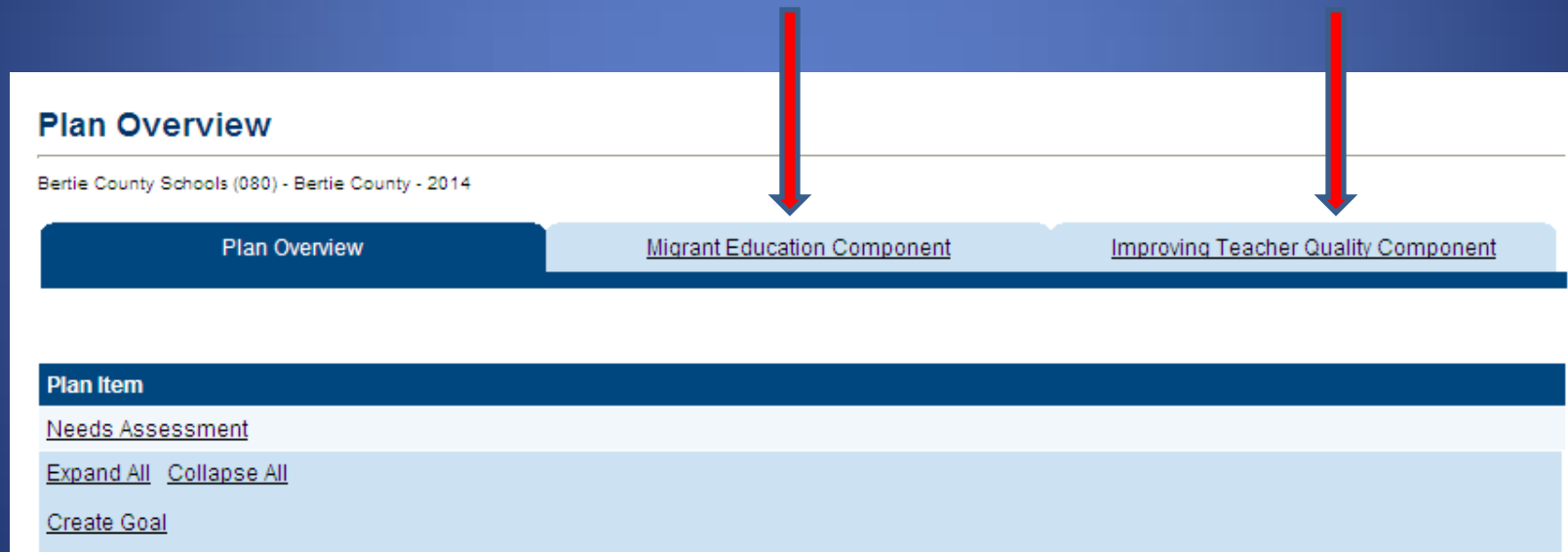
A screenshot of a software interface showing a section titled 'Related District Plan Action Steps'. Below the title are two links: 'Expand All' and 'Collapse All'. Below these links is a list of items, each with a plus icon and a label 'G 3)'. The list is partially obscured by a blurred background.

Plan Components

- Set of elements identified by DPI with which the District or School Plan must be aligned or compliant
- District Plan
 - Contains **Migrant Education Plan (Title IC)** and **Improving Teacher Quality (Title II)** Components
 - May align existing District Plan Strategies or Action Steps or create new District Plan Strategies or Action Steps to align
- School Plan
 - Contains **Priority School** and **Focus School** Components
 - May align existing School Plan Action Steps or create new School Plan Action Steps to align
 - Cannot align Strategies

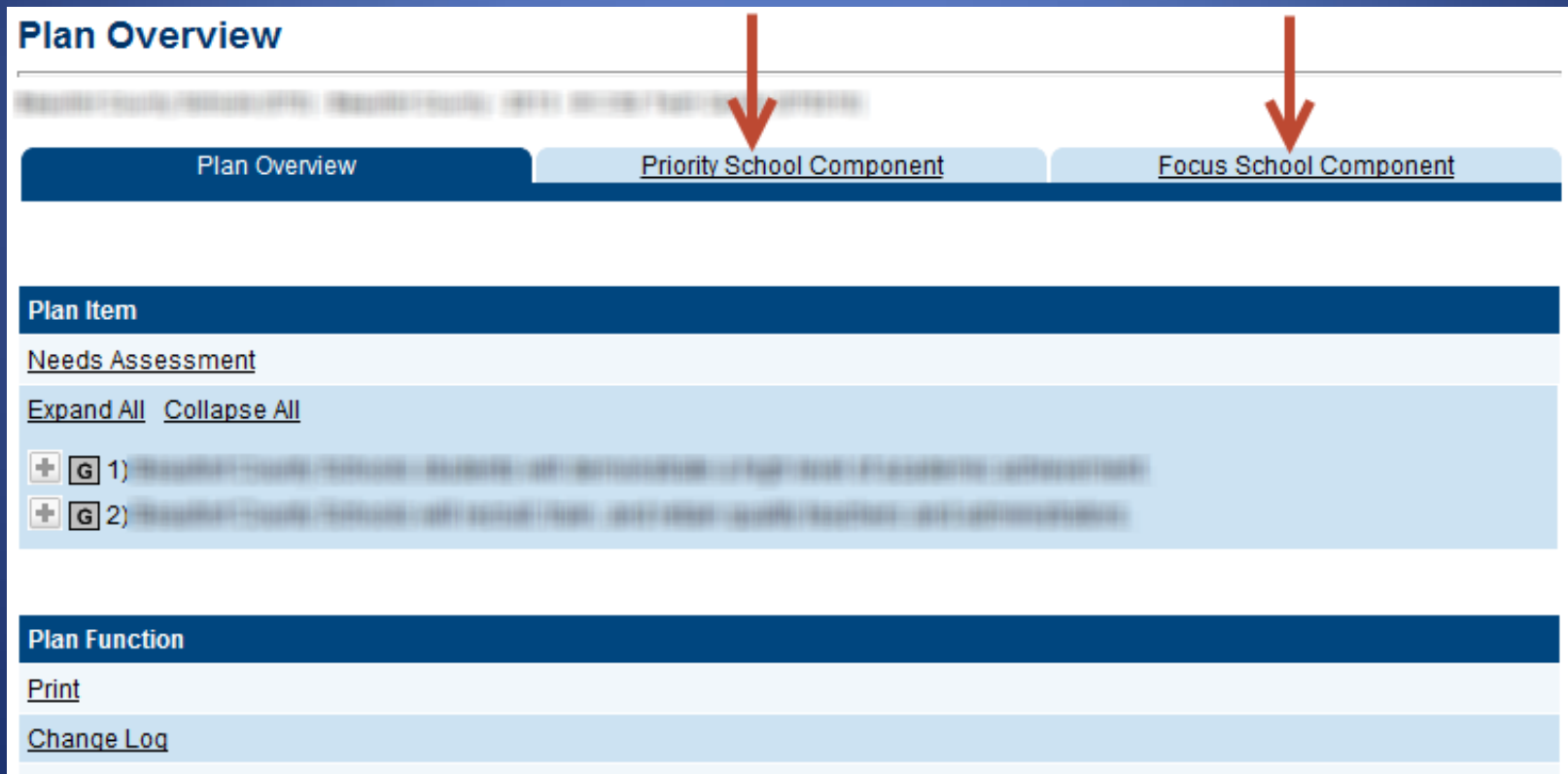
Accessing the District-Level Plan Components

- Migrant Education and Improving Teacher Quality Plan Components are accessed from the District Plan Overview screen



Accessing Priority School and Focus School Plan Components

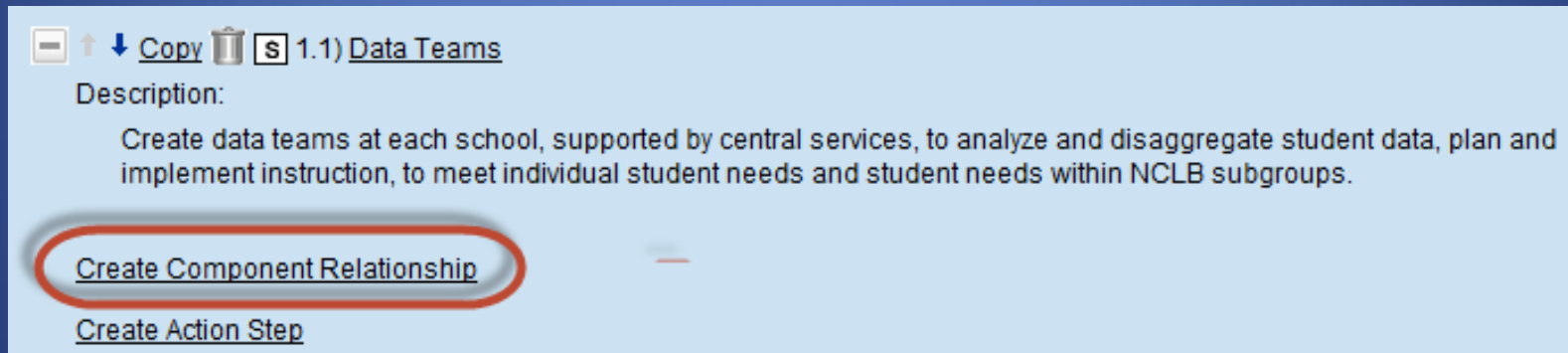
- Priority School and Focus School Plan Components are accessed from the School Plan Overview Screen



The screenshot displays the 'Plan Overview' interface. At the top, there is a navigation bar with three tabs: 'Plan Overview', 'Priority School Component', and 'Focus School Component'. Two red arrows point down to the 'Priority School Component' and 'Focus School Component' tabs, respectively. Below the navigation bar, the 'Plan Item' section is visible, featuring a 'Needs Assessment' link, 'Expand All' and 'Collapse All' buttons, and a list of items with expand/collapse icons and labels like '1)' and '2)'. At the bottom, the 'Plan Function' section includes links for 'Print' and 'Change Log'.

Strategy/Plan Component Relationship

- Can only be created inside the District Plan
- Once a Strategy is expanded inside the District Plan, a link to Create Component Relationship is displayed



- District Plan Strategy may be used to fulfill multiple Plan Component Requirements

Strategy/Plan Component Relationship

- Once user clicks Create Component Relationship, the screen below is displayed
- User selects the Plan Component Item that is supported by that Strategy

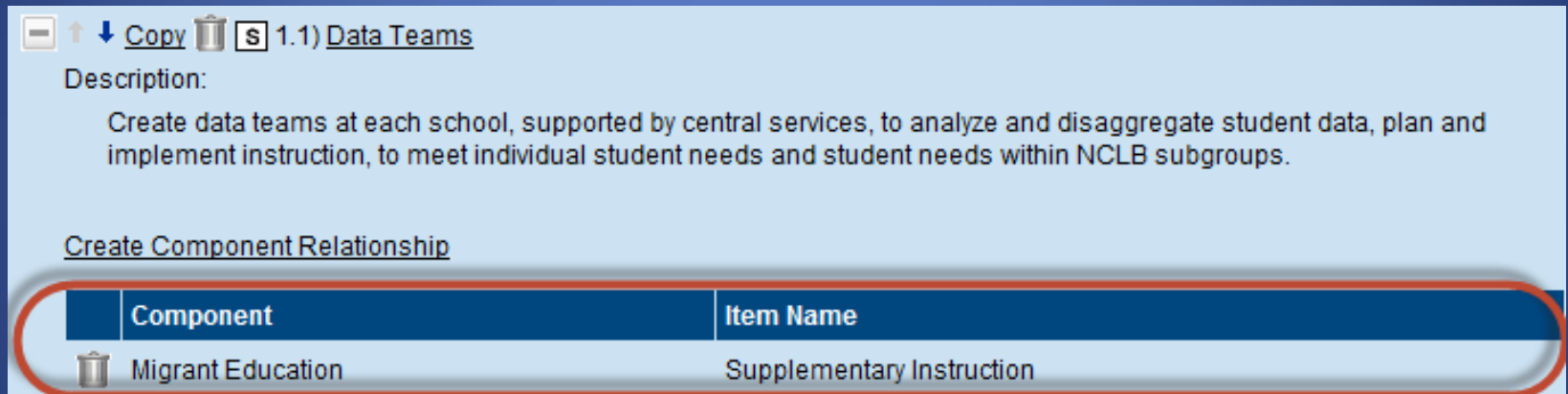
Create Strategy/Component Relationship

Create Strategy/Component Relationship


Strategy Title:	Data Teams	
Strategy Description:	Create data teams at each school, supported by central services, to analyze and disaggregate student data, plan and implement instruction, to meet individual student needs and student needs within NCLB subgroups.	
Component:	Migrant Education	Choice of Migrant Education or Improving Teacher Quality
Item Name:	Identification and Recruitment	List will change depending on Component
Component Item Description:	NCMEP Identification and Recruitment plan is implemented to ensure identification and MEP enrollment of all eligible migratory students and youth.	

Strategy/Plan Component Relationship

- After the Strategy/Component Relationship is saved it is displayed on the District Plan Overview Screen



The screenshot shows a web interface for managing educational plans. At the top, there is a header bar with a minus icon, up/down arrows, a 'Copy' button, a trash can icon, and a save icon. Below this, the title '1.1) Data Teams' is displayed. A 'Description:' section follows, containing the text: 'Create data teams at each school, supported by central services, to analyze and disaggregate student data, plan and implement instruction, to meet individual student needs and student needs within NCLB subgroups.' Below the description is a link labeled 'Create Component Relationship'. At the bottom, a table is shown with two columns: 'Component' and 'Item Name'. The first row of the table has a trash can icon in the 'Component' column and the text 'Migrant Education' in the 'Item Name' column. The second row has the text 'Supplementary Instruction' in the 'Item Name' column. The entire table is highlighted with a red rounded rectangle.

Component	Item Name
 Migrant Education	Supplementary Instruction

- User may delete the Strategy/Component Relationship by clicking the trash can icon

Strategy/Plan Component Relationship

- The Related Strategy now displays under the Component Item inside the Plan Component tab and the associated checkbox is marked Compliant

Migrant Education Component

Report Card - Migrant Education - Report Card - Migrant Education

[Plan Overview](#) [Migrant Education Component](#)

Required Items [Expand All] [Collapse All]	Compliant
1) Identification and Recruitment	<input type="checkbox"/>
2) Instructional Services Alignment	<input type="checkbox"/>
3) Pre-K MEP Activities	<input type="checkbox"/>
4) LEP Activities	<input type="checkbox"/>
5) Supplementary Instruction	<input checked="" type="checkbox"/>

Supplementary instruction is provided to migratory students in grades 6-12 to prepare them to meet or exceed state academic standards.

1) **Supplementary Instruction** - Migrant Education - Report Card - Migrant Education

Description:

Expect and promote proficiency and growth for all students and student groups in all areas of the NC Testing Program by providing engaging, relevant and rigorous learning opportunities for all students.

Performance Measure:

By the end of the 2011-2012 school year, for both our district and for each individual school, at least: * 71.6% of our third-eighth graders will be proficient in reading, *88.6% of our third-eighth graders will be proficient in math, *69.3% of our tenth graders will be proficient in reading, *84.2 % of our tenth graders will be proficient in math.

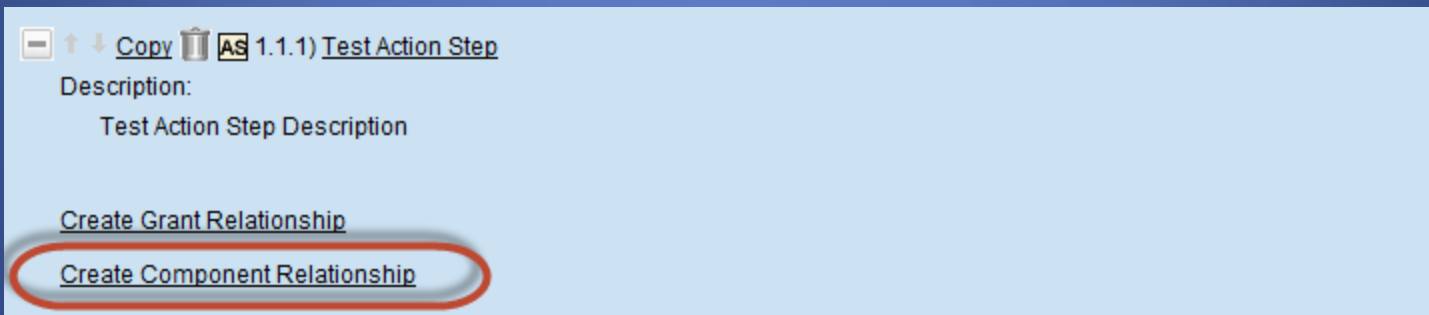
1.1) **Data Teams**

Description:

Create data teams at each school, supported by central services, to analyze and disaggregate student data, plan and implement instruction, to meet individual student needs and student needs within NCLB subgroups.

Action Step/Plan Component Relationship

- Can be created inside the District or School Plan
- Once an Action Step is expanded inside the Plan, a link to Create Component Relationship is displayed



- Action Steps may be used to fulfill multiple Plan Component Requirements

Action Step/Plan Component Relationship

- Once user clicks Create Component Relationship, the screen below is displayed
- User selects the Plan Component Item that is supported by that Action Step

Create Action Step/Component Relationship

Relationships between Action Steps and Plan Components

Create Action Step/Component Relationship

Action Step
Title: Test Action Step

Action Step
Description: Test Action Step Description

Component: Priority School ▼

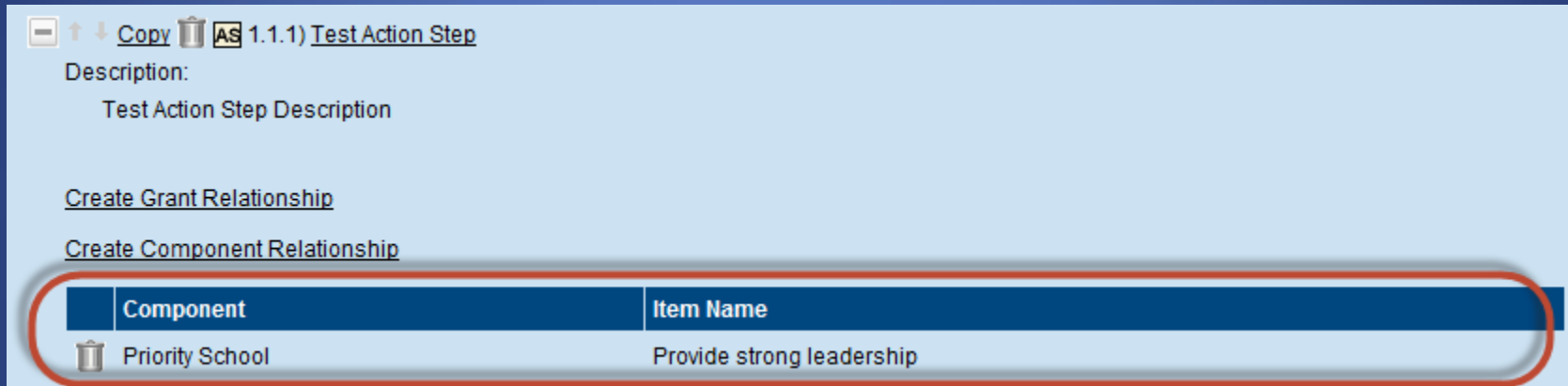
Item Name: Provide strong leadership ▼

Component
Item
Description: (1) Reviewing the performance of the current principal; (2) either replacing the principal if such a change is necessary to ensure strong and effective leadership, or demonstrating to the SEA that the current principal has a track record in improving achievement and has the ability to lead the turnaround effort; and (3) providing the principal with operational flexibility in the areas of scheduling, staff, curriculum, and budget

Save Cancel

Action Step/Plan Component Relationship

- After the Action Step/Component Relationship is saved it is displayed on the Plan Overview Screen



The screenshot displays a web interface for managing Action Steps. At the top, there is a header bar with a minus icon, up/down arrows, a 'Copy' button, a trash can icon, and the text 'AS 1.1.1) Test Action Step'. Below this, the 'Description:' field contains 'Test Action Step Description'. Two links are visible: 'Create Grant Relationship' and 'Create Component Relationship'. A table below these links shows the relationship between a component and an item. The table has two columns: 'Component' and 'Item Name'. The first row shows 'Priority School' under 'Component' and 'Provide strong leadership' under 'Item Name'. A red oval highlights the trash can icon in the first row of the table.

Component	Item Name
Priority School	Provide strong leadership

- User may delete the Action Step/Component Relationship by clicking the trash can icon

Action Step/Plan Component Relationship

- The Related Action Step now displays under the Component Item inside the Plan Component tab and the associated checkbox is marked Compliant

Priority School Component		
Plan Overview	Priority School Component	Focus School Component
Required Items [Expand All] [Collapse All]		Compliant
1) Provide strong leadership (1) Reviewing the performance of the current principal; (2) either replacing the principal if such a change is necessary to ensure strong and effective leadership, or demonstrating to the SEA that the current principal has a track record in improving achievement and has the ability to lead the turnaround effort; and (3) providing the principal with operational flexibility in the areas of scheduling, staff, curriculum, and budget		<input checked="" type="checkbox"/>
1) 1) Provide strong leadership Description: Expect and promote proficiency and growth for all students and student groups in all areas of the NC Testing Program by providing engaging, relevant and rigorous learning opportunities for all students. Performance Measure: By the end of the 2011-2012 school year, for both our district and for each individual school, at least: * 71.6% of our third-eighth graders will be proficient in reading, *88.6% of our third-eighth graders will be proficient in math, *69.3% of our tenth graders will be proficient in reading, *84.2 % of our tenth graders will be proficient in math.		
1.1) Data Teams Description: Create data teams at each school, supported by central services, to analyze and disaggregate student data, plan and implement instruction, to meet individual student needs and student needs within NCLB subgroups.		
AS 1.1.1) Test Action Step Description: Test Action Step Description		
2) Ensure that teachers are effective and able to improve instruction		<input type="checkbox"/>

Planning Tool Items in Funding Application/Plan Relationships

District Plan Goal/
Strategy/Fiscal
Resource

District Plan: Goal/
Strategy/Action Step/
Grant Relationship

School Plan: Goal*/
Strategy*/Action
Step/Grant
Relationship

*inherited from District
level

Plan Relationships

Go To

Related Goals

[Expand All](#) [Collapse All](#)

- ☐ G 1) [blurred text]
- ☐ G 2) [blurred text]
- ☐ G 3) [blurred text]

Related District Plan Action Steps

[Expand All](#) [Collapse All](#)

- ☐ G 3) [blurred text]

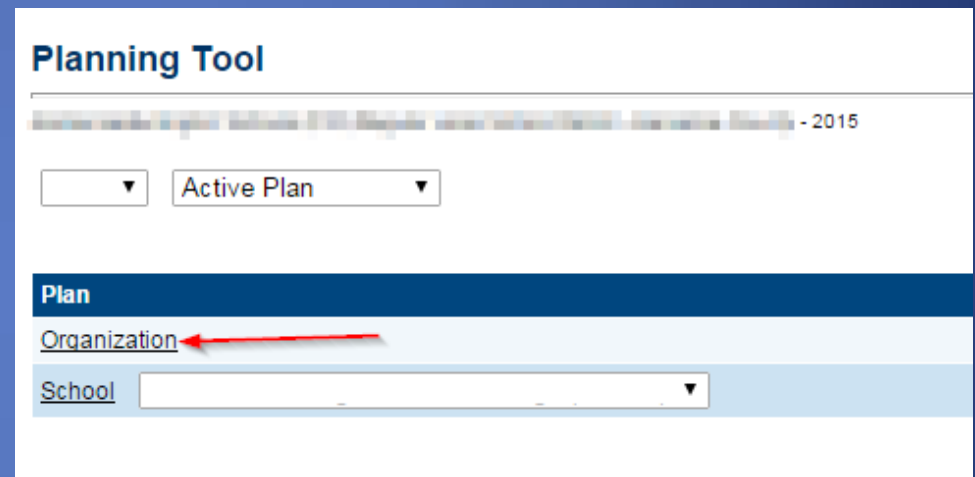
Related School Plan Action Steps

[Expand All](#) [Collapse All](#)

- ☐ G 1) [blurred text]
- ☐ G 2) [blurred text]
- ☐ G 3) [blurred text]

Planning Tool Print

- You can post the plan to your website after “printing” it (produces a PDF file)
- From the Planning Tool home page, click on Organization



The screenshot shows the 'Planning Tool' interface. At the top, there is a header 'Planning Tool' and a date '- 2015'. Below this, there are two dropdown menus: the first is empty with a downward arrow, and the second is labeled 'Active Plan' with a downward arrow. Below these is a section titled 'Plan' in a dark blue bar. Under the 'Plan' section, there are two links: 'Organization' and 'School'. A red arrow points to the 'Organization' link. Below the 'School' link is a dropdown menu.

Planning Tool Print

- Locate and click Print at the bottom of the Plan Overview page
- A PDF file will be generated and launched in a separate browser window

The screenshot displays the Planning Tool interface. The top section, titled "Plan Item", contains a link for "Needs Assessment", followed by "Expand All" and "Collapse All" links, and a "Create Goal" link. Below these are two goal entries: "1) Goal 1 test" and "2) Goal 2", each with a plus icon, up/down arrows, and a trash icon. The bottom section, titled "Plan Function", features a "Print" link with a red arrow pointing to it, and a "Change Log" link below it.

Plan Item

Needs Assessment

Expand All Collapse All

Create Goal

+ ↑ ↓ [G] 1) Goal 1 test

+ ↑ ↓ [G] 2) Goal 2

Plan Function

Print ←

Change Log

CCIP Funding Application

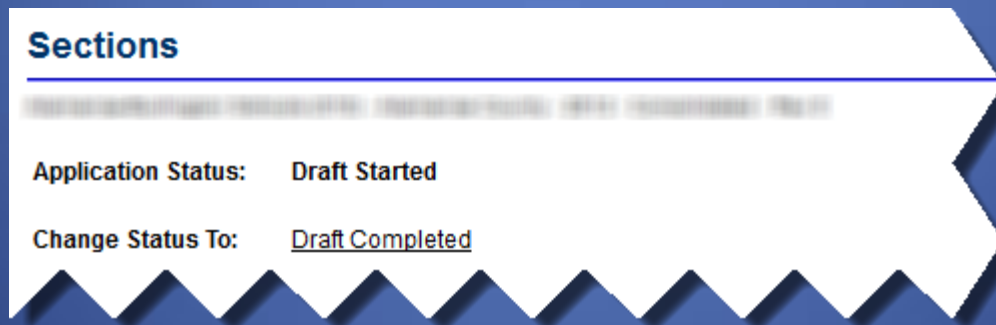
The Consolidated Application

The Consolidated Application

- Entitlement Grants
 - Title I, Part A (PRC050)
 - Title I, Part C (PRC051)
 - Title II (PRC103)
 - SIG 1003(a) (PRC105)
 - REAP
 - Small, Rural School Achievement (PRC091)
 - Rural, Low Income Schools (PRC109)
 - Allotments aren't calculated until August
 - Title I, Part D, Subpart I – State Agency (PRC047)
 - Only applies for two State agencies

Sections - Status

- Displays current status and next possible status(es)
- Only displays next status for current application
- Link always active; if user lacks permission, the status change confirmation screen will indicate that
- **Status applies to all grants in the funding application**



The screenshot shows a white rectangular box with a blue header labeled 'Sections'. Below the header is a horizontal line. The main content area displays 'Application Status: Draft Started' and 'Change Status To: Draft Completed'. The box has a decorative, jagged bottom edge.

Sections	
Application Status:	Draft Started
Change Status To:	<u>Draft Completed</u>

Allocations Page

- Displays allocation for each grant in funding app
- Read-only; data imported from NCDPI Allotment system
- Planning allotment or actual allotment
- Carryover does NOT show until late-July

Allocations

Figure 1. The effect of the number of trials on the mean number of correct responses for the 100 trials condition. The number of correct responses was significantly higher for the 100 trials condition than for the 50 trials condition, $F(1, 18) = 10.0, p = .005$.

Go To

	(1)	LA	(2)	II-A	(3)	LC	(4)	SRSA	(5)	RLIS	(6)	SIG(a)	Total
Allotment		6,537,643.00		581,680.00		38,124.00		0.00		0.00		0.00	7,157,447.00
Carryover		0.00		0.00		0.00		0.00		0.00		0.00	0.00
Total		6,537,643.00		581,680.00		38,124.00		0.00		0.00		0.00	7,157,447.00

Budget Page

- Displays budget data for each grant in funding app
- Read-only; data imported nightly from BAAS
- Imported at lowest level of detail and rolled up to parent codes for display on this page

Object Code Purpose Code	Salaries 100	Employer Provided Benefits 200	Purchased Services 300	Supplies and Materials 400	Capital Outlay 500	Transfers 700	Total
5000 - Instructional Services	1,902,241.00	572,246.00	1,950,046.00	1,713,580.00	14,000.00	0.00	6,152,113.00
6000 - System-Wide Support Services	66,997.00	22,784.00	21,625.00	9,500.00	0.00	0.00	120,906.00
7000 - Ancillary Services	0.00	0.00	0.00	0.00	0.00	0.00	0.00
8000 - Non-Programmed Charges	0.00	0.00	143,519.00	0.00	0.00	0.00	143,519.00
Total	1,969,238.00	595,030.00	2,115,190.00	1,723,080.00	14,000.00	0.00	6,416,538.00
Adjusted Allocation							43,758,530.00
Remaining							37,341,992.00

Budget Page...continued

- Ability to waive allocation on the original application by checking the waiver box
- Ability to view budget data for all entities, the central office, or by building

Budget

Save And Go To ▶

☐ By checking this box the LEA is waiving allocation for this grant and acknowledges that choosing to waive this grant will result in the reallocation of these funds.

010346 - B Everett Jordan Elem - \$159,128.00

All	Purchased Services 300	Supplies and Materials 400	Capital Outlay 500	Transfers 700	Total
010000 - Central Office - \$2,633,663.00					
010346 - B Everett Jordan Elem - \$159,128.00					
010310 - Broadview Middle - \$309,497.00					
010326 - Eastlawn Elementary - \$105,341.00					
010350 - Graham Middle - \$234,695.00	0	4,850.00	55,846.00	0.00	159,128.00
010351 - Grove Park Elementary - \$290,176.00					
010354 - Harvey R Newlin Elementary - \$349,178.00	0	0.00	0.00	0.00	0.00
010357 - Haw River Elementary - \$207,031.00					
010358 - Hillcrest Elementary - \$373,538.00					
010364 - North Graham Elementary - \$153,580.00	0	0.00	0.00	0.00	0.00
010372 - Pleasant Grove Elementary - \$149,805.00					
010374 - R Homer Andrews Elementary - \$568,083.00	0	0.00	0.00	0.00	0.00
010380 - South Graham Elementary - \$457,959.00					
010392 - Sylvan Elementary - \$97,312.00	0	4,850.00	55,846.00	0.00	159,128.00
010394 - Turrentine Middle - \$280,399.00					

Grant Details Page

- Additional information about LEA's use of grant funding beyond what is captured in budget
- Entered directly into CCIP by LEA users

1. LEA Plan Development – Required Participation

The LEA has involved the following required stakeholders in the development of the LEA Consolidated Plan:

☐ LEA administrator(s)

☐ Principal(s)

☐ Teacher(s)

☐ Parent(s)

☐ Other(s) (optional)

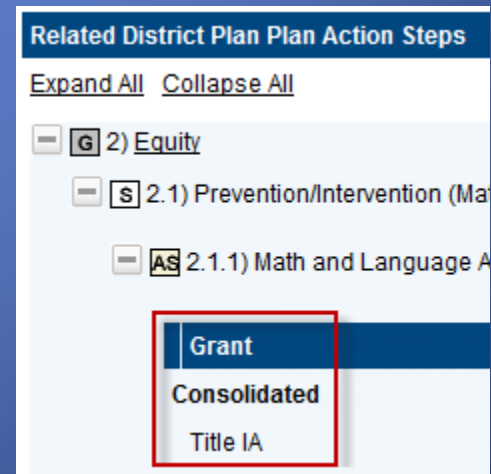
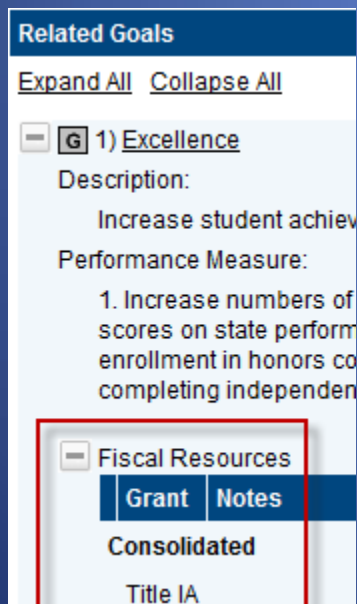
3. LEA Report Card

☐ The LEA distributes an Annual LEA Report Card in compliance with Title I requirements.

Describe how the LEA ensures that the Annual LEA Report Card is distributed in a language and format that is understandable to parents:

Plan Relationships

- A read-only, targeted view of data from Planning Tool that is linked to this grant
- Link to grant exists when there is a goal and strategy, plus either of the following:
- Fiscal Resource indicating tie to this grant
- Action Step with a Grant Relationship indicating tie to this grant



Related Documents

- NCDPI may request that organization attach additional documentation to funding application
- Documents may be Required or Optional

Related Documents

Go To

Required Documents		
Type	Document Template	Document/Link
Title II-A Statement of Assurances [Upload 1 document(s)]	2014-15 Title II Statement of Assurances	[Update] [Delete] Title II-A Statement of Assurances
Annual Performance Report (Doc Lib/Title IIA/2014-15/Related Documents) [Upload 1 document(s)]	Title II APR for 2013-14 (for 2014-15 Application)	[Update] [Delete] PSRC APR

Optional Documents		
Type	Document Template	Document/Link
Equity Plan (Doc Lib/Title IIA/2014-15/Related Documents) [Upload up to 1 document(s)]	2014-15 Title II Equity Plan	[Update] [Delete] Equity Plan (Doc Lib/Title IIA/2014-15/Related Documents)
Non-Public School Participation in Title II-A (Doc Lib/Title IIA/2014-15/Related Documents)	2014-15 Title II Non-Public School Participation	Upload New [Update] [Delete] Non-Public School Participation in Title II-A (Doc Lib/Title IIA/2014-15/Related Documents)
PRC103 Budget Sheet (FOR SOPs ONLY!!) (Doc Lib/Title IIA/2014-15/Related Documents) [Upload up to 1 document(s)]	2014-15 Title II Budget Form (State-Operated Programs ONLY!)	Upload New

Adding a Related Document

- Browse for file to upload
- Optionally enter a Document Name
 - If left blank, name of required document is used
 - Displays on Related Documents page, under “Document/Link” column

Please select a file to upload.

Upload Data File:	<input type="button" value="Choose File"/> No file chosen
Document Name:	<input type="text"/>
<input type="button" value="Create"/> <input type="button" value="Cancel"/>	

Title I – Additional Pages in Grant

- In addition to the four pages in every grant (Budget, Grant Details, Plan Relationship and Related Documents), Title I has three additional pages:
 - Building Eligibility
 - Set Asides
 - School Allocations – PPA List

Building Eligibility

- The Building Eligibility page is populated nightly by the ESSR system.
- LEAs have the ability to enter the Total Low Income Non-Public School Students for each building.
- LEAs have the ability to manually rank schools by entering numbers in the sort order column. This will allow assignment of a higher PPA amount for to a building with a lower Low Income percentage.
- After entering the sort order, click the **Save And Go To** button to save changes.

<u>Grade Span</u>	<u>Total Resident Children</u>	<u>Low Income Students</u>		<u>Total Low Income NPS Students</u>	<u>Sort Order (Asc)</u>	<u>Eligibility For Service</u>	<u>School Served</u>
		<u>Number</u>	<u>Percent</u>				
PK - 05	413	405	98.06 %	<input type="text"/>	<input type="text"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
PK - 05	614	577	93.97 %	<input type="text"/>	<input type="text"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
PK - 05	467	425	91.01 %	<input type="text"/>	<input type="text"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
06 - 08	691	622	90.01 %	<input type="text"/>	<input type="text"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
PK - 05	570	507	88.95 %	<input type="text"/>	<input type="text"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Set Asides

- Depending on the low income level of the schools identified as served on the Building Eligibility page, CCIP calculates a factor of 100% or 125% in determining the minimum per pupil allocation amounts.
- Providing Title I services to any school(s) below 35% low income use the 125% funding factor (except when the school that is below 35% low income is utilizing the Grandfather Rule)

Set Asides

- The Title I Allotment amount is populated nightly by the NCDPI Allotment system.
- % of Set-Asides (Non – Public School Pro Rata Share) value is calculated based on the Total Number of Non-Public Low Income Students for Served Buildings entered on the Building Eligibility Page divided by the Total Number of Low Income Students for Served Buildings (both Public and Non-Public)

Set Asides - 100% Rule

Save And Go To ►


Totals	Amount
Title I Planning Allotment	5,865,619.00
% of Set-Aside (Non-Public School Pro Rata Share)	0

Set Asides

- Enter the amount Set Aside for each relevant line item.
- Enter a short description for Unbudgeted Reserve
- Once Finished, Click **Save and Go To**

Set Asides - 100% Rule

Alamance-Burlington Schools (010) - Alamance County - 2014 - Consolidated - Rev 0 - Title IA

Save And Go To 

Totals	Amount
Title I Planning Allotment	<input type="text"/>
% of Set-Aside (Non-Public School Pro Rata Share)	<input type="text"/>

Set Asides	Amount
Administrative (12% maximum)	<input type="text"/>
Focus School Interventions	<input type="text"/>
Priority School Interventions	<input type="text"/>
Professional Development for Teachers in Title I Schools	<input type="text"/>
Nonpublic Professional Development Amount	Minimum Amount: <input type="text" value="0.00"/>
<input type="checkbox"/> The district certifies that it meets its commitment under the HQT standards (Section 1119)	
Parent Involvement (1% minimum for allocations above \$500,000)	<input type="text"/>
Nonpublic Parent Involvement Amount	Minimum Amount: <input type="text" value="0.00"/>
Homeless Amount comparable to Title I PPA	<input type="text"/>
PreKindergarten	<input type="text"/>
Neglected/Delinquent	<input type="text"/>
District-Wide Instructional Initiative Amount	<input type="text"/>
Nonpublic District-Wide Instructional Initiative Amount (for Title I schools only)	Minimum Amount: <input type="text" value="0.00"/>
Unbudgeted Reserve <input type="text"/>	<input type="text"/>
Total Set Aside	\$ <input type="text" value="0.00"/>

School Allocations – PPA List

- Based on the district allocation and the number of low income students, the CCIP will calculate the minimum Title I per pupil allocation (PPA).

School Allocations - PPA List - 100% Rule


Save And Go To ►

School/Attendance Area Allocation

P = Public

NP = Nonpublic


Minimum Per Pupil Amount (PPA) \$ 483.84



LEA Code	School/ Attendance Area	Low Income			Min. Alloc P + NP E PPA x (C+D)	Actual Allocation			
		%	#P	#NP		PPA	P Amt	NP Amt	Total
		B	C	D		F	G F x C	H F x D	I G + H
010326	Eastlawn Elementary	98.06	405	0	195,956.09	0.00	0.00	0.00	0.00
010354	Harvey R Newlin Elementary	93.97	577	0	279,176.95	0.00	0.00	0.00	0.00
010357	Haw River Elementary	91.01	425	0	205,632.94	0.00	0.00	0.00	0.00

School Allocations – PPA List

- Enter a per pupil amount into column F for each school. This may be the minimum PPA or higher amount.
- With district set asides established, LEAs are encouraged to have a minimal amount remaining.
- No lower ranked school may receive more Title I funds per poverty child than any higher ranked school.

LEA Code	School/ Attendance Area	Low Income			Min. Alloc P + NP E PPA x (C+D)	Actual Allocation			
		%	#P	#NP		PPA	P Amt	NP Amt	Total
	A	B	C	D		F	G F x C	H F x D	I G + H
010326	Eastlawn Elementary	98.06	405	0	195,956.09	0.00	0.00	0.00	0.00
010354	Harvey R Newlin Elementary	93.97	577	0	279,176.95	0.00	0.00	0.00	0.00
010357	Haw River Elementary	91.01	425	0	205,632.94	0.00	0.00	0.00	0.00
010310	Broadview Middle	90.01	0	0	0.00	0.00	0.00	0.00	0.00
010346	St. Louis Jordan Elem	25.00	250	0	23,863.60	0.00	0.00	0.00	0.00
Total Low Income			5583	0	Total Allocations	0.00	0.00	0.00	0.00
 Remaining									5,865,619.00

Validation

- Business rule checks put in place to ensure quality of data being submitted by LEA
- System automatically runs validation as application is completed
- Presence of validation issues indicated on the **Sections** page, under the **Validation** column
 - Messages do not appear on the page as user fills out data
 - System does not prevent *saving* of “invalid” data; prevents *submission* of invalid data
 - Validation checks can span pages
 - “Invalid” data can become valid based on subsequent input



Sections	
View Change Log	
Description (View Sections Only View All Pages)	Validation
All	Messages
+ History Log	
+ Allocations	

Validation...continued

- Two types of validation messages






- Errors: Prevent submission of application



- Warnings: Point out potential issues but allow submission

- Filtering Messages

- All: Show every message
 - Section: Show all messages for pages in that section
 - Page: Show all messages for that page

Description (View Sections Only View All Pages)		Validation
All		Messages
 History Log		
 Allocations		
 Title IA		Messages
Budget		Messages
Grant Details		Messages
Building Eligibility		
Set Asides		Messages
School Allocations - PPAList		
Plan Relationships		
Related Documents		Messages

Contacts Page

- District required to select a Funding Application Contact and Homeless Contact
- Funding App Contact is default recipient of workflow status change notifications
- Federal requirement that all districts specify Homeless contact

The screenshot shows a web interface titled "Contacts". Below the title is a "Save And Go To" button with a right-pointing arrow. The interface is divided into two main sections: "Funding Application Contact" and "Homeless Contact". The "Funding Application Contact" section has a dropdown menu with "Mann, Horace" selected. The "Homeless Contact" section has a dropdown menu that is open, showing a list of options: "UserAccessAdministrator, NCCCIP", "DataView, NCCCIP", "DataEntry, NCCCIP", "Treasurer, NCCCIP", "Superintendent, NCCCIP", and "Mann, Horace".

Funding Application Contact	Homeless Contact
Mann, Horace	UserAccessAdministrator, NCCCIP DataView, NCCCIP DataEntry, NCCCIP Treasurer, NCCCIP Superintendent, NCCCIP Mann, Horace

CCIP Address Book

- Click on Address Book in menu on left side of screen

Address Book		
View All District Contacts		
General Contacts		
Application	Contact Type	Contact
Planning Tool	District Contact	N/A
Homeless Education Liaison	District Contact	N/A
Entitlement Contacts		
Application	Contact Type	Contact
Consolidated	District Contact Application Contact	N/A
Competitive Contacts		
Application	Contact Type	Contact
21st Century Community Learning Centers	District Contact Application Contact	N/A N/A

- Click on Consolidated yielding:

Grant Contacts	
Return To Address Book click on any of the grants listed	
Grant	District Contact
Title IA	N/A
Migrant Education Program	N/A
Small, Rural Schools Achievement	N/A
Rural, Low-Income Schools	N/A
School Improvement Grant 1003(a)	N/A
Title II-A	N/A

Example: Title IA Contact

- The names appearing in the pulldown list will be only those with accounts in CCIP

Update Title IA Contact

Update Title IA Contact

Clicking here will produce a list of those that are "known" to CCIP

Save Cancel

History Log

- Comprehensive list of all status changes that have occurred in a funding application
 - Who did it
 - When

History Log

[View All Status/Comments](#)

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
<input type="checkbox"/>	5/11/2011 8:53:10 PM	Horace Mann	Please clarify the method of distribution of the LEA Report Card.	C
	5/9/2011 9:58:22 AM	NCCCIP Admin	Status changed to 'Draft Started'.	S
	5/9/2011 9:56:00 AM	NCCCIP Admin	Status changed to 'Not Started'.	S

Comments

- Adding a comment to CCIP History Log is ideal means of communication between LEA/charter and DPI
 - Comments are permanently stored with the funding application that they pertain to

History Log				
View All Status/Comments				
Attention Needed	Date	User	Status (S)/Comment (C)	S/C
<input type="checkbox"/>	5/11/2011 8:53:10 PM	Horace Mann	Please clarify the method of distribution of the LEA Report Card.	C
	5/9/2011 9:58:22 AM	NCCCIP Admin	Status changed to 'Draft Started'.	S
	5/9/2011 9:56:00 AM	NCCCIP Admin	Status changed to 'Not Started'.	S

Emailing Comments

- Comments can be emailed to targeted users
- When box checked, list of positions is rendered on page

The screenshot shows a web form titled "Create Comment". It has a text area for a comment with the text "Please clarify the method of distribution of". Below the text area is a "Check Spelling" button and a character count "65 of 4000 characters". A checkbox labeled "Send Email to CCIP Contacts" is checked and highlighted with a red box. Below this is a section titled "Available Contact Groups". It contains three sections: "District Grant Contacts" with a dropdown menu set to "Choose One" and an "Add" button; "District Contacts" with a list of positions (Funding Application Contact, Homeless Education Liaison, Planning Tool Contact, Superintendent, Treasurer) and an "Add" button; and "NCCCIP Contacts" with a dropdown menu set to "NCDPI Consultant" and an "Add" button. At the bottom, there is an "Additional Recipients" section with a text input field and an "Add" button.

Create Comment	
Comment	Please clarify the method of distribution of
	<button>Check Spelling</button>
	65 of 4000 characters
<input checked="" type="checkbox"/> Send Email to CCIP Contacts	
Available Contact Groups	
District Grant Contacts	Choose One <button>Add</button>
District Contacts	Funding Application Contact Homeless Education Liaison Planning Tool Contact Superintendent Treasurer <button>Add</button>
NCCCIP Contacts	NCDPI Consultant <button>Add</button>
Additional Recipients	<input type="text"/> <button>Add</button>

Selecting Comment Recipients

- Highlight the name of recipient groups and click **Add**
- Adding recipients not in Contact Group lists:
 - Type email address in **Additional Recipients** field and click **Add**
 - Repeat for each Additional Recipient
- Click **Trash Can** icon to delete recipient group
- Click **Recipient Summary** to see a list of people who will receive email

District Contacts		
Name	Organization	Email
Mann, Horace	Horace Mann Middle School	hmann@horacemann.org

Available Contact Groups

District Grant Contacts

Choose One ▾

Add

District Contacts

Funding Application Contact
Homeless Education Liaison
Planning Tool Contact
Superintendent
Treasurer

Add

NCCCIP Contacts


NCDPI Consultant

Add

Additional Recipients

Recipient Summary

Contact Group(s) Selected

 Superintendent

Sections - Status

- Displays current status and next possible status(es)
- Only displays next status for current application
- Link always active; if user lacks permission, the status change confirmation screen will indicate that
- **Application Status: Draft (or Revision) Started** only status in which you can edit or upload anything!

Application Status:	Not Started
Change Status To:	<u>Draft Started</u>




Sections	
<hr/>	
Application Status:	Draft Started
Change Status To:	<u>Draft Completed</u>

Changing Status

- Prerequisite checks
 - Does user have permission?
 - Is application valid? (may not run depending on status)

Application Status:	Draft Started
Change Status To:	<u>Draft Completed</u>



Status Change Confirmation

By submitting this automated application, the local education agency representatives assure that the application has been authorized by the board of education of the local education agency, and the undersigned representatives have been duly authorized by formal action of the board to file this application for, and on behalf of, the local education agency, and otherwise to act as the authorized representatives of the local education agency in connection with this application. By submitting this automated application, the local education agency is acknowledging that it understands and agrees to abide by the applicable assurances attached to this application.

You are about to change the status to Draft Completed. Click Confirm to change the status.

Status Change Outcomes

- Entry added to History Log documenting the change
- Next person in submission workflow notified by email that application now requires their attention
- Application may be locked down or unlocked
- Grants may receive **Substantial Approval** – date will always be July 1 or later
- Application may become publicly accessible
- Copy of plan may be archived
- Application revision may be created

External Data Import Implications

- Organization, Allocation, Budget, and Building Eligibility (ESSR) data is imported from other DPI systems
- CCIP may *automatically* perform a status change on LEA's application
 - Move to 'Draft Started' when budget data is imported
 - Move to 'Revision Started' when Allocation, Budget, or Building Eligibility data changes

External Data, Workflow, & Validation

- CCIP will import data from external systems while funding application is in approval process
 - Imported data may initially fail CCIP business validations
 - Return application not approved -> Resolve issues -> Resubmit
 - Changes to Budget or Building Eligibility (ESSR) data require resubmission, even if data passes validation
 - Budget and Building Eligibility data are entered by LEA
 - Users are being asked to approve an application that has changed since its submission
 - Valid budget changes will only require resubmission if the **rolled up** amount changed

When/What Can You Start Working On?

- You can start working on your 2016 Plan
 - Copy Plan Forward
 - Add/edit/delete Goals, Strategies
 - Update Fiscal Resources for this fiscal year
- For Title I, enter your ESSR (Building Eligibility) data in PowerSchool
- Work with your Finance Officer to enter budget data

Due Dates

- June 30th, 2015
 - To request an extension, send an email to **donna.brown@dpi.nc.gov**
- REAP Allotments not developed until August
- Unallocated grants will not show on the Sections page

Questions?

- Program-related
 - Contact your DPI Program Administrator
- CCIP-related (access issues, etc.)
 - Email **anita.harris@dpi.nc.gov**